

What you have learnt already in year 5:

Chronological understanding:

I have learnt to have a secure knowledge of chronology and are mostly accurate in placing a range of historical events from around the world on a timeline.

I have learnt to draw my own timeline, generally producing accurate intervals and adding to it as I learn about new periods of history.

I have learnt to compare historical periods, identifying similarities between them.

I have learnt to identify trends over time.

Vocabulary:

I have learnt to remember and use names and words from the areas I have studied in Year 5 as well as remembering some names and words from previous study.

I have learnt to use words and phrases to indicate time, talking about decades, centuries, millennium etc.

I have learnt to understand some words related to history in general, as well as periods of history e.g. empire, parliament, civilisation etc.

Questioning:

I have learnt to question to develop my understanding and also ask questions about what people have said.

I have learnt to challenge sources of information.

I have learnt to make purposeful selections about information I wish to include in responses.

I have learnt to organise information purposefully when responding to or asking questions.

Knowledge:

I have learnt to remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study.

I have learnt to build my understanding of how our knowledge of history is developed, identifying how a range of sources build up my knowledge and understanding.

I have learnt to access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.

Opportunities for teaching diversity, equality and expanding cultural capital:

- Encourage students to appreciate the diversity of cultures and understand that the Roman Empire was just one of the many fascinating civilizations that existed.
- Introduce key vocabulary related to diversity and equality
- Provide opportunities for children to explore and celebrate different cultural practises within ancient Rome such as the Gladiators
- Promote empathetic understanding by discussing the impact of the colonization on Roman culture and the importance of preserving indigenous cultures today

Key Historical Concepts:

- Chronology Empire
- Civilisation
- Wider World History
- Continuity and Change
- Cause and Consequence
- Similarity/difference / significance
- Local history
- Culture
- Economy
- Governance
- vocabulary

What you will learn by the end of this unit:

I will learn about where on the world timeline the ancient Roman period is

I will be able to confidently identify where the ancient Romans lived on a map

I will learn in detail about why the Romans came to Britain and some of the key invasions

I will learn in detail about Roman roads and towns, why they were built and their features.

I will learn in detail about the rebellion of Boudicca in AD 60/61 and why this was significant

I will learn in detail about Hadrian's Wall and why it was built including its impact on the Romans

I will learn in detail about Roman Villas and how they are different to houses in Roman towns

Skills and knowledge I may use from other subjects:

Geography: I will be able to use my map skills to locate and identify countries on a map, including naming the continent and describing the physical properties of the country.

Maths: To help me work out how long-ago events happened and order them.

Literacy: I can use my reading and comprehension skills to further my knowledge of ancient civilisations.

Art: To create a piece of replica art or artefacts from ancient Rome.

RE: Use my knowledge of religion to compare beliefs and contrast those to my own.

D&T: I can use my knowledge of food to compare food and cooking style from Ancient Rome to now. I can use pottery and clay skills to create artefact replicas.

Music: To take part in improvised performances using replica musical instruments.

Key Skills:

Apply and analyse - I will apply what I know about different ancient civilisations to what I know now and analyse these in ways which further my learning.

Describe - I will learn to use historical terminology to describe what life was like in the Roman Empire

Connect ideas - I will connect ideas about life in ancient Rome and their beliefs.

Consider - I will consider what happened during this time period and how it has shaped the future. I will consider similarities and differences between then and now.

Question - I will question ideas and concepts that I am not sure of to gain further understanding of the Roman Empire.

Discuss/ideas/points of view - I will further my learning by discussing subjects in peer groups, seeing other's points of view and challenging my own.

Respond thoughtfully - I will learn to respond thoughtfully to questions and subjects using what I have learnt so far.

The Roman Empire - Year 6

What you will learn by the end of this Key stage:

By the end of this key stage, you will have a deep and secure understanding of the Roman Empire. You will be able to explain where on a world timeline the Roman Empire was and name some key events during this time. You will learn about some the invasions of Julius Caesar and Emperor Claudius, their triumphs and downfalls, why they invaded Britain and the impact of these invasions. You will have a deep understanding of why the Romans built new roads, the features of the roads and the impact this had for them. You will be able to identify the main features of a roman town and understand why the Romans preferred to live in towns. You will also be able to discuss similarities and differences between Roman towns and the towns of other ancient civilisations previously studied. You will learn about the rebellion of Boudicca as well as understand its significance. You will learn about Hadrian's Wall and why it was built. Finally, you will learn about why the Roman Empire came to an end and the impact this time period had on your locality. Throughout the unit, you will have to opportunity to study Roman artefacts and consider what they were used for as well as comparing them to others previously studied.

Key Vocabulary:

Archaeology - the study of history by looking for things people in the past have left behind

Aqueduct - a bridge like structure designed to bring water from a distant source into a city

Auxiliary soldier - a helper recruited from a non-Roman tribe

Barbarian - a person from a different land believed to be inferior

Boudicca - a Celtic queen who went into battle against the Romans

Celts - the people of the Iron age who occupied Britain

Colosseum - an iconic amphitheatre in Rome where gladiatorial contests and public spectacles took place

Conquest - a military invasion

Empire - a group of territories under one rule

Emperor - the absolute ruler of an empire

Evidence - a sign to say something existed or is true

Excavation - to dig out and remove

Gladiator - a professional fighter in ancient Rome who entertained audiences by engaging in violent battles in arenas

Invasion - to enter as an enemy, by force, to take control

Julius Caesar - a Roman general and statesman who played a critical role in the events that led to the demise of the Roman Republic and the rise of the Roman Empire

Legion - a division or 3,000 - 6,000 men and cavalry in a Roman army

Legionary - a soldier in a Roman legion

Rebellion - a fight against the ruler

Revolt - the rise up and fight against a government

Roman Empire - refers to the ancient empire centred on the city of Rome that dominated the Mediterranean region and much of Europe

Roman Numerals - The system of writing numbers that the ancient Romans used

753 BC	264 BC	44 BC	AD 64	AD 285	AD 410
The building of the city of Rome begins in central Italy. It is named after its first king – Romulus.	The Romans take control of Italy by defeating other tribes and occupiers.	Famous Roman general and dictator, Julius Caesar, is assassinated by senators who think he is too powerful.	A massive fire rages in Rome for six days. Parts of the city are badly damaged or destroyed.	The mighty Roman Empire has become hard to manage and is split into two separate empires.	Rome is sacked by invaders. The Roman army is called back from faraway places, such as Britain, to defend the empire closer to home.
509 BC	146 BC	27 BC	AD 80	AD 313	AD 476
The last king of early ancient Rome, King Tarquin, is ousted. Rome becomes a republic. There is a new government with leaders who are elected. New laws are also passed.	Carthage is finally beaten in their wars with the Romans. All their lands in North Africa and Spain are seized by Rome.	Augustus, who is a relative of Julius Caesar, becomes the first Roman Emperor.	The Colosseum opens in Rome. At least 50,000 spectators can watch gladiatorial combat, hunts and naval battles in the giant amphitheatre.	Christianity is accepted across the Roman Empire.	The Roman Empire falls when barbarian raiders take control of Rome.



Julius Caesar invaded in 55 BC and 54 BC

The Roman General Julius Caesar made two attempts to conquer Britain. He wanted to add the rich land to the Roman Empire and punish the Celts for helping his enemies. His army were not able to overcome the Celts in 55 BC or 54 BC, but some leaders did pay a tax so that the Romans would leave. This meant that the Celts could carry on living as they were.

Key Invasions

Emperor Claudius conquered Britain in AD 43

In AD 43, Emperor Claudius launched a third attack on Britain. He sent a powerful and well-organised army of around 40,000 men to conquer the Celtic tribes. This time, much of Britain did become another province of Rome. The Romans called Britain 'Britannia'.



Roman Villas

Wealthy Romans and some Celts built large homes in the countryside called villas. The land attached to these homes was used for farming as agriculture was an important business for the Romans. Countryside villa complexes included a main house, workshops and gardens.



Roman Roads and Towns

When Rome invaded Britain, it was covered in forests. Any roads were just tracks that has been cleared by hunters and travellers. Small paths between villages were made by hard earth. The Romans changed all this.

The Roman army built long, straight roads, some of which are still used today. Special engineers planned these roads and they criss-crossed the whole Roman Empire. They were the first people in Britain to use crushed stone, making the roads more durable and hard wearing. These roads meant it was much easier to trade, communicate with the Emperor and helped the army to keep control of all of the different provinces.



Larger towns had an amphitheatre which is where people went to watch fights between gladiators and wild animals such as bears or lions. Bath houses were very fancy and were popular places to relax and meet friends.

Boudicca Rebels in AD 60/61

Boudicca was a British queen who fought against the Romans as they invaded Britain. She is believed to have been a strong and fierce woman. When Boudicca's husband, Prasutagus was killed by the Roman army, Boudicca led the Iceni people in a battle against them. Not only that, but she persuaded the Celts to join her. At first, her army was very successful but in the Battle of Watling Street, the Roman army finally defeated Boudicca and the Celts.

Many people were killed in the rebellion. This rebellion is significant because it proved that tribes could stand up to the Romans.

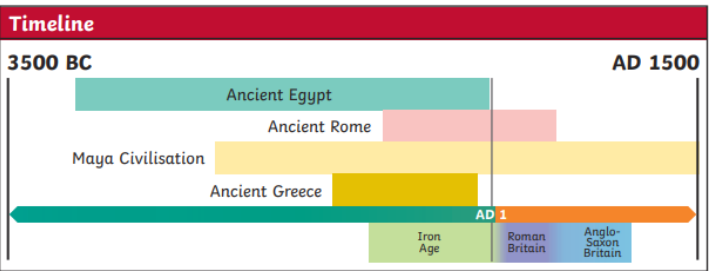


The end of the Roman Empire

The Roman Empire lasted for almost 400 years in Britain. There were many reasons why it came to an end such as:

- Back in Rome, people were invading towns and cities
- The Romans wasted a lot of money on entertainment so the funds for the army soon ran out
- The emperor raised taxes to pay for their defence, but the people couldn't afford to pay it.
- People kept fighting for power and killing the emperors
- Christianity became a Roman religion which was a religion of peace, not war.

The Army left Britain in AD 410 as they had to defend other parts of the Empire.



The first Romans lived in Italy nearly 3000 years ago. They founded the city of Rome in 753 BC and over the centuries, conquered many lands to create a huge empire. The ancient Romans are one of the most successful civilisations in history. They ruled over most of Europe at one point and left a lasting impression on Great Britain.

Hadrian's Wall in AD 122

The Romans conquered Britain in AD 43. They settled in southern areas before slowly spreading further north. By the time Hadrian became emperor, the Romans controlled large parts of Britain. There were a group of people called the Picts who continued to cause the Romans problems. These warriors lived in Scotland and often attacked Roman cities. Hadrian decided to do something to stop their attacks. He decided to build a wall across the northern reaches of the Roman Empire. It was designed to be impenetrable. Hadrian wanted it to be over six feet wide and 12 feet tall. The wall needed to be guarded, so ever mile or so small forts and towers which could hold up to 30 soldiers. When the wall was finished, it was 73 miles long. Most of Hadrian's Wall has since been eroded, however, what is left of it is protected.

